DOCUMENT RESUME

ED 208 120 UD 021 816

TITLE Grade 10 Student Attitudes Toward Desegregation, 1979 Survey.
INSTITUTION Detroit Public Schools, Mich. Dept. of Research and Evaluation.
PUB DATE Sep 80
NOTE 36p.; For related documents, see UD 021 812-815 and ED 193 357.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Aspiration; *Desegregation Effects; *Educational Environment; Grade 10; Questionnaires; *Racial Attitudes; *Racial Relations; *School Desegregation; *Student Attitudes; Student Behavior
IDENTIFIERS Detroit Public Schools MI

ABSTRACT

A total of 702 tenth grade students in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. Results indicated that students felt that student racial relations were improved and would continue to improve. The majority of tenth graders indicated that they were comfortable with students of different races, had friends of different races, and helped students of different races with school work. Most white students indicated a preference to attend school with mostly or all white student bodies. Most students felt very safe in their schools. Sixty two percent of black students and 42 percent of white students reported having participated in extracurricular activities. (Author/MK)

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GRADE 10 STUDENT ATTITUDES TOWARD DESEGREGATION

1979 SURVEY

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

September 1980

CE021816

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

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GRADE 10 STUDENT ATTITUDES TOWARD DESEGREGATION
1979 SURVEY

Summary

Results of annual surveys of high school student attitudes concerning desegregation are generally quite positive, especially in the area of student racial relations. Many of the findings attest to favorable school conditions for learning, although a few indicate undesirable conditions.

This report presents results of a May 1979 survey of Grade 10 Detroit students' attitudes concerning desegregation. Results of 1977 and 1978 surveys are also included to facilitate appraisals of attitude changes.

Beginning in May 1977 the Research and Evaluation Department has conducted annual surveys of student, staff, and parent attitudes relevant to the desegregation of Detroit schools. Survey respondents, representing some 70 schools, have included middle school and high school students, school staff at all three school levels, and parents.

Most of the Grade 10 student survey findings concerning student racial relations are positive. Examples are as follows:

1. In both the 1979 and 1978 surveys student racial relations at the school were judged to be improved over the previous year by more than six times as many students as judged them to have worsened.

2. In 1979 three times as many students predicted improved student racial relations for the next year as forecast worse relations. In 1977 more predicted worse than predicted better relations.

3. In 1979, 84 percent of the students reported that they felt comfortable around students of another race. This was an 11 percent increase over the comparable figure for 1977

4. In 1979 three of every five students said they had close friends of a different race at their school and 85 percent reported having helped a student of a different race with school work.

A negative finding concerning race relations was that 1979 survey results showed 58 percent of the white students indicating a preference to attend schools with mostly or all white student membership; and the comparable percentage in 1977 was virtually the same.

In the area of safety, there was some evidence of improvement. Between 1978 and 1979 the percentage of respondents judging that students were "quite..." or "very safe" at their school increased from 60 to 69 percent. Also, in the 1979 survey 85 percent of the students indicated that no students or very few were afraid to go to certain places in their school for fear of being bothered or hurt.

There was some evidence of inequality between black and white students with respect to participation in extracurricular activities. In the 1979 survey 62 percent of the black students and 42 percent of the white students reported having participated in such activities during the school year.

Research and Evaluation Department
Detroit Public Schools
September 1980

UDO21816

GRADE 10 STUDENT ATTITUDES TOWARD DESEGREGATION, 1979 SURVEY

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design included provision for a continuing study of the impact of desegregation on attitudes and behaviors of students, staff and parents.

1977 and 1978 Surveys of Attitudes and Behaviors

The evaluation of attitudes and behaviors was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total of 72 sample schools. Results of these 1977 surveys were reported in a series of seven reports issued early in 1978.

The surveys of student, staff and parent attitudes and behaviors were repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the

initial survey. Nearly all of the schools selected for participation in the second (1978) survey had also participated in the initial (1977) survey.

The sample schools for both the 1977 and 1978 surveys were selected in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 (before pupil reassignments), and as of the date of the latest available student racial distribution count for the school district (after pupil reassignments).

For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g., "White-Deseg," "White-Black," "Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the numbers of 1978 survey sample schools by type and school level.

The results of 1978 surveys were reported in a second series of seven reports issued early in 1979.

TABLE I

Distribution of Schools Selected for Participation in the 1978 Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

1979 Surveys

In May, 1979 the surveys were administered again for the third time. All 69 participating schools had been in the 1978 sample of schools and all except eight had participated in 1977 as well. All but a few of the survey questions were in both the 1977 and 1978 survey questionnaires.

This report on results of the 1979 survey of Grade 10 student attitudes is the fifth of a series of seven reports on results of the student, staff and parent surveys administered in May 1979.

The Third (1979) Survey of Grade 10 Student Attitudes Toward Desegregation

Description of the Study

The student questionnaire administered in 1979 was very similar to those administered to students in the 1977 and 1978 surveys. All three editions of the questionnaire were developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. The 1979 student questionnaire included most of the items in the one used in the 1977 and 1978 surveys, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. These questions were not included in a form of the questionnaire administered in schools with more than 85 percent black enrollment.

The questionnaire was administered in May 1979 to samples of Grade 10 students in all high schools in the 1979 desegregation evaluation school sample, as well as to samples of students in the sample middle schools. In each participating high school several Grade 10 English classes were randomly selected and the questionnaires were administered to all students in each sample class by the regular teacher.

A total of 11 sample high schools participated in the 1979 student survey. All 11 schools had participated in the 1978 survey, and all except two had participated in the first (1977)

survey. The racial distribution of the student sample respondents in the 1979 survey was as follows:

Numbers of Student Respondents		
Black	White	Total
537	165	702

Analysis of Response Data

In the 1979 survey, students recorded their responses on machine-scorable answer sheets. All response data were transferred to magnetic tape and computer analyses were run to obtain distributions of responses to each question. Chi square tests were run for all questions to test for statistical significance of differences among subgroups of respondents.

Special analyses of all 1979 desegregation evaluation survey data (staff, student, and parent responses) were conducted to provide evidence required in needs assessments to support Detroit applications for ESAA (Emergency School Aid Act) funds. In these analyses response data were broken down by respondent's race for two types of schools, those with lower percents of black students than the city-wide black student percentage, and those with higher percents of black students than the city-wide percentage. Results of these analyses can be obtained, on request, from the Research and Evaluation Department.

For purposes of this report, the analysis of the 1979 Grade 10 student survey data was quite simple, involving merely a breakdown of response data by race, and the application of tests of

significance of differences between black and white student responses.

Major Findings

On each page of findings are presented results for one of the 1979 survey questions. Under the question are the response distributions broken down by race for the 1979 survey, and results for the 1978 and 1977 surveys if the question was included in those surveys. Below the response data are brief comments summarizing the findings under three headings: (1) 1979 Results, (2) Racial Differences--1977, 78 and 79, and (3) Trends--from 1977 to 1979.

3. Think about most of the work you have to do in school. Is it too hard, too easy, or just about right?

Survey	Race	Percents of Responses: Too Hard	Just about right	Too Easy	Total No. of Resps.	Signif.[1]
1977	B	8	87	5	563	
	W	7	81	12	234	**
	Total	8	85	7	797	
1978	B	7	85	8	739	
	W	7	81	12	226	NS
	Total	7	85	9	965	
1979	B	4	90	6	537	
	W	7	81	12	164	**
	Total	5	88	8	701	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
88% indicated that most of the work students have to do in school was just about right;
8% indicated that it was too easy;
5% indicated that the work was too hard.

Racial Differences--1977, 1978, and 1979

In 1977 and 1979 black students were significantly more likely than white students to respond that most of their assigned school work was just about right. No significant differences were found in 1978.

Trends--1977 to 1979

Very little change in response tendencies.

4. How would you rate yourself in school ability compared with other students in your class at school?

		Percents of Responses						
Survey	Race	I am one of the poorest	I am below average	I am average	I am above average	I am one of the best	Total No. of Resps.	Signif.[1]
1977	B	2	7	62	19	10	563	
	W	0	3	61	27	9	232	**
	Total	1	6	62	21	10	795	
1978	B	1	6	62	21	10	739	
	W	0	6	59	25	9	226	NS
	Total	1	6	61	22	10	965	
1979	B	0	6	60	23	12	534	
	W	1	9	56	25	10	165	NS
	Total	0	7	59	23	11	699	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
59% rated themselves as average in school ability as compared to other students in their class at school;
34% regarded themselves as above average;
7% rated themselves as below average.

Racial Differences--1977, 1978, and 1979

White students were significantly more likely than black students to rate themselves above average in school ability in the 1977 survey. There were no significant differences in 1978 or 1979.

Trends--1977 to 1979

Very little change in self-ratings of school ability.

5. Do you think you will graduate from high school?

Survey	Race	Percents of Response: Yes	No	Not Sure	Total No. of Resps.	Signif.[1]
1977	B					
	W					
	Total					
1978	B					
	W					
	Total					
1979	B	96	1	4	534	
	W	91	1	7	163	NS
	Total	95	1	4	697	

[1]Statistical significance of differences between black and white student response (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
95% believed that they would graduate from high school.
4% of the students were not sure;
1% believed that they would not graduate.

Racial Differences--1979

There were no significant differences between black and white students with regard to their expectations for high school graduation.

6. Do you think you have the ability to complete college?

Survey	Race	Percents of Responses: Definitely No	Probably No	Not Sure	Probably Yes	Definitely Yes	Total No. of Resps.	Signif.[1]
1977	B	2	2	16	39	41	564	
	W	6	5	27	44	19	233	**
	Total	3	3	19	40	34	797	
1978	B	2	2	17	43	36	739	
	W	3	7	24	47	19	226	**
	Total	2	3	19	44	32	965	
1979	B	1	2	16	44	37	537	
	W	6	7	32	31	25	165	**
	Total	2	3	20	41	34	702	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
75% responded that they probably or definitely had the ability to complete college;
20% responded that they were not sure;
5% indicated that they probably or definitely did not have the ability to do so.

Racial Differences--1977, 1978, and 1979

Black students were significantly more likely than white students to respond that they probably or definitely had the ability to complete college in all three surveys.

Trends--1977 to 1979

No appreciable change in students' perceptions of their ability to complete college.

7. On the whole how would you rate your school?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Very Good	Total No. of Resps.	Signif.[1]
1977	B							
	W							
	Total							
1978	B							
	W							
	Total							
1979	B	2	10	55	27	6	537	
	W	4	16	50	26	4	165	NS
	Total	3	11	54	27	5	702	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
32% rated their school as good or very good;
54% rated their school as fair;
14% rated their school as poor or very poor.

Racial Differences--1979

There were significant differences between black and white students with regard to ratings of their school.

8. How would you rate what you are learning at your school as preparation for what you expect to do when you leave high school?

		Percents of Responses						
Survey	Race	Very poor preparation	Poor preparation	Fair preparation	Good preparation	Very good preparation	Total No. of Resps.	Signif.[1]
1977	B							
	W							
	Total							
1978	B							
	W							
	Total							
1979	B	3	12	38	38	9	537	
	W	7	13	49	27	4	165	**
	Total	4	12	41	35	8	702	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
43% indicated that their preparation in their school was good or very good;
41% responded that it was fair;
16% responded that it was poor or very poor.

Racial Differences

Black students were significantly more likely than white students to respond that their preparation was good or very good.

9. If you would pick the kind of school you would attend, what kind would it be?

		Percent of Responses							
Survey	Race	All white students	Mostly white students	Half the students black and half the students white	Mostly black students	All black students	Makes no difference	Total No. of Resps.	Signif.[1]
1977	B	1	6	43	9	3	39	562	
	W	25	31	26	0	0	19	231	**
	Total	8	13	38	6	2	33	793	
1978	B	1	2	42	6	2	46	736	
	W	24	26	21	1	0	28	224	**
	Total	6	8	37	5	2	42	960	
1979	B	1	5	78	14	2		535	
	W	26	32	42	1	0		161	**
	Total	7	11	69	11	2		696	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
69% preferred a school comprised of half black and half white students;
18% preferred a school having all or mostly all white students;
13% preferred a school comprised of all or mostly black students.

Racial Differences--1977, 1978, and 1979

White students were significantly more likely than black students to prefer a school comprised of all or mostly white students. Black students were much more likely than whites to prefer a racially balanced school or to say it makes no difference.

Trends--1977 to 1979

Little change in student tendencies to indicate preference for predominantly white or black schools.

10. In general, do you think that black or white students are smarter?

Survey	Race	Percent of Responses: Black students are smarter	White students are smarter	Color doesn't have anything to do with smartness	Total No. of Resps.	Signif.[1]
1977	B	1	2	97	563	
	W	0	17	83	231	**
	Total	1	6	92	794	
1978	B	2	2	96	734	
	W	0	15	84	224	**
	Total	1	5	93	958	
1979	B	2	2	96	532	
	W	1	15	84	163	**
	Total	2	5	93	695	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not significant

1979 Results

Of all respondents:
93% indicated that color has nothing to do with smartness;
5% indicated that white students are smarter;
2% indicated that black students are smarter.

Racial Differences--1977, 1978, and 1979

Black students were significantly more likely than white students to respond that skin color has nothing to do with smartness in all three surveys.

Trends--1977 to 1979

No appreciable change in responses of students with regard to their perceptions of racial intelligence differences.

11. Do you think the Student Code of Conduct rules are generally fair?

		Percent of Responses				
Survey	Race	Yes	No	I don't know	Total No. of Resps.	Signif.[1]
1977	B	46	22	33	554	
	W	53	17	29	232	NS
	Total	48	20	32	786	
1978	B					
	W					
	Total					
1979	B	39	32	29	535	
	W	49	28	23	164	*
	Total	41	31	28	699	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
41% responded that the Student Code of Conduct rules were generally fair;
31% indicated that the Student Code rules were not generally fair;
28% indicated that they were unsure.

Racial Differences--1977 and 1979

In 1979 white students were significantly more likely than black students to respond that the Student Code of Conduct was generally fair. No significant differences were found in the 1977 survey.

Trends--1977 to 1979

An increase (+11%) in students who responded that the Student Code of Conduct rules were not fair.

12. Do you think you will go to college?

Survey	Race	Percent of Responses Yes	No	Maybe	Total No. of Resps.	Signif.[1]
1977	B	64	8	29	562	
	W	37	23	41	233	**
	Total	56	12	32	795	
1978	B	61	8	31	735	
	W	28	29	43	224	**
	Total	53	13	34	959	
1979	B	62	7	31	534	
	W	29	29	42	165	**
	Total	54	12	34	699	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
54% indicated that they would go on to college;
34% indicated that they possibly would attend college;
12% indicated that they would not.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were significantly more likely than white students to respond that they would go on to college.

Trends--1977, 1978, and 1979

Very little change in black student opinions as to whether they would go to college. A decrease (-8%) in white students who believed they would go to college.

13. In general, how safe are students in your school?

Survey	Race	Percents of Responses: Very Unsafe	Quite Unsafe	Quite Safe	Very Safe	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	8	29	59	4	730	
	W	16	37	46	1	220	**
	Total	10	31	56	4	950	
1979	B	8	22	67	4	531	
	W	7	30	59	4	165	NS
	Total	8	24	65	4	696	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Siginficant

1979 Results

Of all respondents:
69% responded that students in their school were quite safe or very safe;
32% responded that students in their school were quite or very unsafe.

Racial Differences--1978 and 1979

In 1978 black students were significantly more likely than white students to respond that students in their school were quite or very safe. No significant differences were apparent in 1979.

Trends--1978 to 1979

An increase (+9%) in students who indicated that students in their school were quite or very safe.

14. At your school are any students afraid to go to certain places, such as lavatories, for fear of being bothered or hurt?

Survey	Race	Percents of Responses: No None	Yes, but only a few	Yes Many	Yes, nearly all	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	36	50	12	2	730	
	W	8	46	34	12	220	**
	Total	30	49	17	4	950	
1979	B	44	47	8	1	527	
	W	14	51	31	4	164	**
	Total	37	48	14	1	691	

[1] Statistical singificance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
85% responded that students in their school were not generally afraid to go to certain places, such as lavatories;
15% responded that many or nearly all students were afraid.

Racial Differences--1978 and 1977

Black students were significantly more likely than white students to respond that none or only a few of the students were afraid to go to such areas in the school building as lavatories in both surveys.

Trends--1978 to 1979

Decreases in black students (-5%) and white students (-11%) who reported that many or nearly all students were afraid to go to certain places in their schools.

15. At your school how often do you see classroom student behavior that interferes with teaching and learning?

Survey	Race	Percents of Responses: Hardly Ever	Seldom	Some-times	Often	Very Often	Total No. of Resps.	Sig-nif.[1]
1977	B							
	W							
	Total							
1978	B	10	20	42	18	11	733	
	W	5	10	41	33	11	224	**
	Total	9	17	41	21	11	957	
1979	B	7	18	41	23	11	530	
	W	2	8	46	27	16	165	**
	Total	6	15	42	24	12	695	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
- 42% reported that they sometimes perceived classroom behavior that interfered with teaching and learning;
- 36% reported that they often or very often saw such behavior;
- 21% reported that they seldom or hardly ever did so.

Racial Differences--1978 and 1979

Black students were significantly more likely than white students to respond that they seldom or hardly ever saw student classroom behavior that interfered with teaching in both survey years.

Trends--1978 to 1979

A small increase(+4%) in students who responded that they often or very often saw student classroom behavior which interfered with teaching and learning.

16. Have you participated in any special school sponsored activities or program (such as clubs, music activities, sports or special interest groups) during this school year?

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
1977	B	53	47	550	
	W	39	61	227	**
	Total	48	52	777	
1978	B	58	42	715	
	W	39	61	221	**
	Total	54	46	936	
1979	B	62	38	526	
	W	42	58	165	**
	Total	58	43	691	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
58% indicated that they took part in special school-sponsored programs during the school year;
43% responded that they had not done so.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were significantly more likely than white students to respond that they took part in special programs or activities.

Trends--1977 to 1979

An increase (+10%) in students who said they participated in special programs or activities during the school year.

17. How do you feel about the opportunities for students like you to participate in extra-curricular activities at your school (such as sports, clubs, music activities, or special interest groups)?

Survey	Race	Percent of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B						
	W						
	Total						
1979	B	3	9	49	38	513	
	W	6	19	59	16	160	**
	Total	4	12	52	33	673	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
85% responded that they were satisfied with the opportunities for students to participate in extra-curricular activities in their school;
16% responded that they were dissatisfied.

Racial Differences--1979

Black students were significantly more likely than white students to respond that they were satisfied with opportunities to take part in extra-curricular activities in their school.

18. Do you have close friends who are of a different race at your school?

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	64	36	319	
	W	61	39	228	NS
	Total	63	37	547	
1978	B	62	38	486	
	W	66	34	223	NS
	Total	63	37	709	
1979	B	59	41	348	
	W	58	42	160	NS
	Total	59	41	508	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
59% responded that they had close friends of a different race in their school;
41% indicated that they did not.

Racial Differences--1977, 1978, and 1979

There were no significant differences between black and white students with regard to having close friends of a different race in their school.

Trends--1977 to 1979

A small decrease (-4%) in students who responded that they had close friends of a different race in their school.

20. Think for a moment about the three students you talk with most often at your school. Are they the same race as you?

Survey	Race	Percents of Responses: Yes, all are the same race as I am	No, one or more are of another race	Total No. of Resps.	Signif.[1]
1977	B	61	39	318	
	W	63	37	231	NS
	Total	60	40	549	
1978	B	61	39	487	
	W	51	49	222	*
	Total	58	42	709	
1979	B	62	38	349	
	W	50	50	163	**
	Total	58	42	512	

[1]Statistical significance of differences between black and white student responses (based on the chi test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:

58% indicated that the three students with whom they talked most often were all of the same race as themselves;
42% indicated that one or more were of another race.

Racial Differences--1977, 1978, and 1979

In 1978 and 1979 black students were significantly more likely than white students to respond that the three students they talked with most were of the same race as were they.

Trends--1977 to 1979

Little change in black student response tendencies. An increase (+13%) in white students reporting that of the three students they talked to most often, one or more were of another race.

21. How often have you had a telephone conversation with a student of another race during this school year?

Survey	Race	Percents of Responses: Never	Once or twice	Three or more times	Resps.	Sig-nif.[1]
1977	B	63	19	18	322	
	W	58	23	19	231	NS
	Total	61	21	18	553	
1978	B	58	22	19	487	
	W	59	20	21	224	NS
	Total	59	22	20	711	
1979	B	54	25	21	350	
	W	58	18	25	163	NS
	Total	55	22	22	513	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
55% responded that they never had a telephone conversation with a student of another race during the school year;
22% responded that they did so once or twice;
22% reported that they did so three or more times.

Racial Differences--1977, 1978, and 1979

There were no significant differences between black and white students with respect to the number of telephone conversations with students of another race.

Trends--1977 to 1979

A small increase (+5%) in students who indicated that they had had one or more telephone conversations with a student of another race during the school year.

22. During this school year, how often have you helped a student of another race with school work?

Survey	Race	Percents of Responses: Never	Once or twice	Three or more times	Resps.	Signif.[1]
1977	B	17	40	42	321	
	W	18	36	46	231	NS
	Total	18	38	44	552	
1978	B	20	35	45	487	
	W	16	23	62	224	**
	Total	19	31	50	711	
1979	B	15	34	51	347	
	W	15	31	54	164	NS
	Total	15	33	52	511	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
52% indicated that they helped a student of another race with school work three or more times;
33% reported that they did so once or twice;
15% reported that they never did so.

Racial Differences--1977, 1978, and 1979

In 1978 white students were significantly more likely than black students to respond that they helped a student or another race with school work three or more times. No significant differences were found in 1977 or 1979.

Trends--1977 to 1979

An increase (+8%) in students who responded that they helped a student of another race with school work three times or more.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

23. White students complaining that favoritism is being shown to black students.

Survey	Race	Percents of Responses: Never	Seldom	Some-times	Often	Very Often	Total No. of Resps.	Sig-nif.[1]
1977	B	51	25	18	5	2	312	
	W	15	22	38	15	11	227	**
	Total	35	23	27	9	6	539	
1978	B	43	27	23	4	4	472	
	W	16	21	35	15	15	220	**
	Total	35	25	27	7	7	692	
1979	B	54	23	17	4	2	349	
	W	15	21	37	16	11	164	**
	Total	42	23	23	8	5	513	

[1]Statistical significance of differences between black and white students responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
65% reported that they seldom or never saw or heard white students complaining that favoritism was being shown to black students;
23% reported that this situation was sometimes existent;
13% replied that they often or very often were aware of such complaints by white students.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were significantly more likely that white students to report that they were seldom or never aware of white students complaining that favoritism was being shown to black students.

Trends--1977 to 1979

A small increase (+7%) in students who reported that they never or seldom were aware of white students complaining that favoritism was being shown to black students.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

24. Black students complaining that favoritism is being shown to white students.

Survey	Race	Percent of Responses					Total No. of Resps.	Sig-nif.[1]
		Never	Seldom	Some-times	Often	Very Often		
1977	B	22	23	25	14	17	309	
	W	14	21	35	19	12	224	**
	Total	18	22	29	16	14	533	
1978	B	21	24	29	16	9	472	
	W	18	23	31	12	16	220	NS
	Total	20	24	30	14	12	692	
1979	B	25	25	24	14	12	349	
	W	24	23	29	14	10	165	NS
	Total	25	24	26	14	11	514	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
49% indicated that they seldom or never were aware of black students complaining that favoritism was being shown to white students;
26% indicated that this situation was sometimes exsistent;
25% indicated that they often or very often were aware of such complaints by black students.

Racial Differences--1977, 1978, and 1979

In 1977 black students were significantly more likely than white students to respond that they were seldom or never aware of black students complaining of favoritism to white students. There were no significant differences in 1978 and 1979.

Trends--1977 to 1979

An increase (+9%) in students who reported that they seldom or never were aware of black students complaining of favoritism to white students.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

25. Students trying to start trouble between black and white students.

Survey	Race	Percents of Responses					Total No. of Resps.	Sig-nif.[1]
		Never	Seldom	Some-times	Often	Very Often		
1977	B							
	W							
	Total							
1978	B	13	27	33	16	11	476	
	W	6	19	24	30	21	221	**
	Total	11	25	30	21	14	697	
1979	B	15	29	32	14	11	348	
	W	7	27	30	22	14	165	*
	Total	12	28	32	16	12	513	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NA Not Significant

1979 Results

Of all respondents:
40% indicated that they seldom or never were aware of students trying to start trouble between black and white students;
32% responded that they were sometimes aware of this situation;
28% indicated that they often or very often were aware of this problem.

Racial Differences--1978 and 1979

White students were significantly more likely than black students to respond that they often or very often were aware of students trying to start trouble between black and white students in both surveys.

Trends--1978 to 1979

A decrease (-7%) in students who reported that they often or very often were aware of students trying to cause problems between black and white students.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

26. Tension and anxieties making it hard for everyone.

		Percents of Responses					Total	
Survey	Race	Never	Seldom	Some times	Often	Very Often	No. of Resps.	Sig-nif.[1]
1977	B	21	21	33	15	11	301	
	W	6	17	33	19	24	222	**
	Total	15	19	33	17	16	523	
1978	B	16	35	29	11	8	469	
	W	6	29	33	19	14	220	**
	Total	13	33	31	14	10	689	
1979	B	22	29	30	11	8	345	
	W	10	38	29	13	11	165	**
	Total	18	32	30	11	9	510	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
50% reported that they seldom or never were aware of tension and anxieties making it hard for everyone;
30% reported that this situation was sometimes prevalent;
20% reported that this was often or very often a problem.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were signficantly more likely than white students to respond that tension and anxieties seldom or never made it hard for everyone.

Trends--1977 to 1979

A decrease (-13%) in students who responded that tension and anxieties often or very often made it difficult for everyone in their school.

27. How do you usually feel around students of a different race?

Survey	Race	Percents of Responses: Very uncomfortable	Quite uncomfortable	Quite comfortable	Very comfortable	Total No. of Resps.	Signif.[1]
1977	B	4	16	61	20	311	
	W	7	31	58	4	216	**
	Total	5	22	60	13	527	
1978	B	4	14	60	23	474	
	W	9	20	62	9	215	**
	Total	5	16	60	19	689	
1979	B	3	11	63	24	340	
	W	5	18	66	11	160	**
	Total	4	13	64	20	500	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
84% reported that they felt quite or very comfortable around students of another race;
17% responded that they felt quite or very uncomfortable.

Racial Differences--1977, 1978, and 1979

Black students were significantly more likely than white students to respond that they were quite or very comfortable around students of a different race in all three surveys.

Trends--1977 to 1979

An increase(+11%) in students who replied that they felt quite or very comfortable around students of a different race.

28. On the whole, how would you describe student racial relations at your school this year?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Very Good	Total No. of Resps.	Signif.[1]
1977	B							
	W							
	Total							
1978	B	2	6	48	34	9	473	
	W	12	14	46	23	5	223	**
	Total	5	9	48	31	8	696	
1979	B	2	10	37	36	15	348	
	W	7	11	49	29	4	161	**
	Total	4	10	41	34	11	509	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
45% indicated that student racial relations in their school were good or very good;
41% responded that student racial relations were fair;
14% responded that student racial relations were poor or very poor.

Racial Differences--1978 and 1979

Black students were signficantly more likely that white students to respond that student racial relations in their school were good or very good in both surveys.

Trends--1978 to 1979

A small increase (+6%) in students who reported that student racial relations were good or very good.

29. In general, how are black and white students at your school getting along this year compared with last year?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About the Same	A Little Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B							
	W							
	Total							
1978	B	2	4	31	42	22	470	
	W	4	11	38	40	7	220	**
	Total	3	6	33	41	17	690	
1979	B	3	2	33	33	29	340	
	W	3	8	45	33	12	160	**
	Total	3	4	37	33	24	500	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
57% reported that black and white students in their school were getting along better than the year before;
37% reported that they were getting along about the same;
7% responded that they were getting along a little or much worse.

Racial Differences--1978 and 1979

In both 1978 and 1979 black students were significantly more likely than white students to respond that black and white student relations were improved.

Trends--1978 to 1979

Little change in response tendencies.

30. How do you think black and white students at your school will get along next year?

Survey	Race	Percents of Responses: Much Worse	Worse	A Little Worse	About the Same	A Little Better	Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B		12		69		19		304	
	W		36		53		12		224	**
	Total		22		62		16		528	
1978	B	3		9	47	23		19	471	
	W	13		18	41	22		6	220	**
	Total	6		12	45	22		15	691	
1979	B	1		5	50	21		22	348	
	W	6		13	52	25		4	159	**
	Total	3		8	51	22		17	507	

[1]Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
51% responded that black and white students would get along about the same the next year;
39% indicated that they would get along better or much better;
11% indicated that they would get along worse.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were signficantly more likely than white students to respond that student racial relations would improve the next year.

Trends--1977 to 1979

A substantial increase (+23%) in students who believed that black and white students would get along better next year.